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ABSTRACT

A project developed the Packaged Self-Instruction Program (PSIP), a multimedia kit designed to be a complete inservice training package for educators who work with slow learners. Complete details of the project which was funded by Elementary and Secondary Education Act, Title III, are supplied in the format required by the U.S. Office of Education. Information is presented on the project's staff development, program adoption, participation, and products. A narrative discussion (question and answer) examines the context and locale of the project, the different factors of the program, and the evaluation of the program. (WH)

ED 094711

PACKAGED SELF-INSTRUCTION PROGRAM
#12-1024-1272-1

END OF BUDGET PERIOD REPORT

August 1972 - June 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IR 000 907

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END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT I

STATISTICAL DATA

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION

COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. 1273-I
Project No.

2. Packaged Self-Instruction Program
Project Title

3. Humboldt Co. Superintendent of Schools Office
Local Educational Agency
County Courthouse-Rm.112
Eureka, California 95501
Address

4. Bill C. Rich, Superintendent
Name of school official responsible for this report

(707)445-7611
Phone No.

5. Arlys M. Loew
Name of Project Director

(707)442-8881
Phone No.

6. The 1972-73 school year has been .....

6.1 [X] The first year of operation.

6.2 [ ] The second year of operation.

6.3 [ ] The third year of operation.

7. Enter the following ending dates:

Ending date for first year June 30, 1973

Ending date for second year _____

Ending date for third and final year _____

The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1)	(2)	(3) No. of workshops, conferences and seminars held by type of training			
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
	1		2		

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. [X] Yes [ ] No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 30% 40% 50% 60% 70% 80% 90% (100%)

PART II- Continued

3. Is the project being adopted or adapted by other school districts?

[X] Yes [ ] No

4. If the answer is YES, list the school districts by name and address:

4.1 Adelanto
P.O. Box 70, Adelanto,CA

4.2 Alum Rock
2530 Gay Development Cntr.Ave.
San Jose, Ca.

4.3 Arcata Elementary
1565 J. St., Arcata CA

4.4 Beardsley Elementary
1001 Roberts Lane,Bakersfield

4.5 Berryessa Union Elementary
935 Piedmont Road
San Jose, CA

4.6 Cajon Valley Union
P.O.Box 112, El Cajon, CA

4.7 Castro Valley Unified
3300 Norbridge Avenue
Castro Valley, CA

4.8 Colton Unified
1212 Valencia Dr., Colton

4.9 Coronado City Unified
710 6th St., Coronado, CA

4.10 Desert Sands Unified
83-049 Avenue 46
Indio, CA

4.11 Duarte Unified
1427 Buena Vista, Duarte, CA

4.12 El Monte Elementary
3540 N. Lexington Ave.
El Monte, CA

4.13 Eureka City Schools
3200 Walford Avenue
Eureka, CA

4.14 Fairfield-Suisun Joint Unified
1650 Fairfield Avenue
Fairfield, CA

4.15 Fontana Unified
9860 Citrus Avenue
Fontana, CA

4.16 Garden Grove
10331 Stanford Avenue
Garden Grove, CA

4.17 Goleta Union
9689 Hollister Avenue
Goleta, CA

4.18 Hanford Elementary
715 White Street
Hanford, CA

4.19 Hesperia Elementary
106079 Main Street, Hesperia,CA

4.20 Hope Elementary
3970 La Colina Road
Santa Barbara, CA

In some cases the Project was adapted/adopted by individual teachers administrators or schools, rather than by the district. Therefore, the adopter/adapter may not be known to the district office. For names of the contact person in each district see statistical data division of this report.

4.21 Hueneme Elementary
354 North 3rd Street
Port Hueneme, CA

4.22 Los Angeles Unified
P.O.Box3307 Terminal Anx.
Los Angeles, CA

4.23 Lucia Mar Unified
1000 Bello, Pismo Beach,CA

4.24 Mill VAlley Elementary
P.O. Box 313,
P.O. Box 313, Mill Valley

4.25 Montebello Unified
123 South Montebello
Montebello, CA

4.26 Monterey Peninsular Unifd.
Box 1031 Oak Grove Center
Monterey, CA

4.27 Morgan Hill Unified
P.O.Box 927,Morgan Hill,CA

4.28 Newhall Elementary
25022 No.Hawkbryn
Newhall, CA

4.29 Ocean View Elementary
7972 Warner Avenue
Huntington Beach, CA

4.30 Palm Springs Unffied
333 South Farrell Drive
Palm Springs, CA

4.31 Palmdale Elementary
38260 N.10th Street
Palmdale, CA

4.32 Placentia Unified
1301 E.Orangethorpe Ave.
Placentia, CA

4.33 Placer Hills Elementary
P.O. Box 68
Meadow Vista, CA

4.34 Pomona Unified
800 Grey Ave. Pomona, CA

4.35 Porterville Union H.S.
581 Vine, Porterville, CA

4.36 Roseville City Elementary
203 Bransetter Street
Roseville, CA

4.37 San Diego Unified
2351 Cardinal Lane
San Diego, CA

4.38 San Joaquin Elementary
P.O. Box 92, East Irvine, CA

4.39 Santa Barbara City Elementary
310 W. Padre Street
Santa Barbara, CA

4.40 Stanislas Union Elementary
1931 Kiernan Avenue
Modesto, CA

4.41 Tracy Joint Union High
315 East 11th Street
Tracy, CA

4.42 Tranquility
P.O. Box 475,Tranquility, CA

4.43 Valley Oaks Union
1400 Janss Road
Thousand Oaks, CA

4.44 Western Placer Unified
1070 6th Street, Lincoln, CA

4.45 Westminster Elementary
1421 Cedarwood Avenue
Westminster, CA

4.46 Westside Union
46809 Seventieth Street
Lancaster, CA

*4.47 Sulphur Springs
18830 Soledad Canyon Road
Sulphur Springs, CA

COUNTY SUPERINTENDENT
OF SCHOOLS OFFICES

4.48 Butte County
3 County Center Dirve
Oroville, CA

4.49 Calaveras County
County Government Center
San Andreas, CA

4.50 Mendicino County
589 Low Gap Road
Ukiah, CA

4.51 Modoc County
P.O. Box 411, Alturas,CA

4.52 San Bernardino County (Victorvill Branch)
16967 A Street
Victorville, CA

4.53 San Diego County
6401 Linda Vista Road
San Diego, CA

4.54 Santa Barbara County
4400 Cathedral Oaks Road
Santa Barbara

4.55 Santa Cruz County
Court Center, 701 Ocean St.
Santa Cruz, CA

4.56 Trinity County
Drawer A-H
Weaverville, CA

FINAL PROJECT REPORT

ESEA, TITLE III

COMPONENT III

Program Narrative Report

PART III - EXTENT OF PARTICIPATION

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

* The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services. Within local geographic area (Humboldt County)

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable. Outside local geographic area but within the State of California.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools (a)	Staff whose students were direct participants who were				Staff whose students were indirect participants who were			
	Teachers		Counselors		Teachers		Counselors	
	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	25	--	5	--	343	36	74	6
Nonpublic	--	--	--	--	18	0	4	0

*The project report covers the Statewide dissemination of a locally fiel tested E.S.E.A. Title III Project. These definitions have been modifie to meet the constraints imposed by this departure from the usual projec setting. The change was made in accord with directions from the State E.S.E.A. Title III Staff.

PART III (Continued)

The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school ~~students~~ staff directly participating	d. Amount granted this past year
Reading			
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped			
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs- In-service	✓	459	
	Total		$37,493

Table II

Provide unduplicated counts of students by grade levels. See instructions below:

	a. School Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
Pre K								
K								
1								
2								
3								
4								
5				NOT APPLICABLE				
6								
7								
8								
9								
10								
11								
12								
Ungraded								
TOTALS								

Column a. Include the total enrollment in the local educational agency.
Column b. Include only the target population.
Column b. & c. See definitions of direct and indirect for both columns.
Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.
Column e. Include an estimate of the number of students within the local educational agency who have not been directly serviced by the project, but would benefit from direct participation because they fit the description of the target population.

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	
-------	----------	UNABLE TO OBTAIN	----------	----------	----------

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
-------	----------	------	UNABLE TO OBTAIN	----------	----------	----------

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I	459
Total of Column b. (Public School), Table II	Not Applicable
Total of All Categories, Table III	Unable to Obtain
Total of All Groups, Table IV	Unable to Obtain

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.
Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.
Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.
Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

PART III (Continued)

Table V

Districts and County Offices

Provide Number of Schools in the Project.

	Public	Nonpublic
Elementary	34	4
Secondary	13	0

Table VI

Staff

Number of ~~Students~~ Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note belo (g)
Number of Students	NOT AVAILABLE		(Presentations Seminars were	at Staff-T made with	raining mixed groups)	

Note for Column (g) check populations included in the number entered above.

_____ Children from non-English speaking environment.

_____ Neglected and delinquent children.

_____ Gifted _____ N.H. _____ EMR _____ Dropouts

_____ Other (specify)_____

PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds.
Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.
Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors	1	
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12		
Other		
Subject matter specialists		
Technicians		
Pupil personnel workers		
Health services personnel		
Researchers and evaluators		
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.		
Other nonprofessional	1 1/2	

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds None
Number of consultant days paid for by Title III funds None

PART IV (Continued)

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration	409	$ 3576
Inservice workshops in regular term of one session to four-weeks' duration	68	$ 1909
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration	11	$ 380
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

PART IV (Continued)

Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term 22.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

NONE

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers														
Aides														
Students														

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $664.50 cost; (2) number of man-days: 12 formal and ___ informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $_____ cost; (2) number of man-days: ____ formal and ___ informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $_____ cost; (2) number of man-days: ____ formal and ___ informal

(d) Please indicate any other participation.

Project P.S.I.P. was adopted/adapted by California State University Instructors at a cost of $595 for instructional materials

(1) $595 ___ cost; (2) number of man-days: ____ formal and 1 informal

PART V - ABSTRACT

GRANTEE

PROJECT ABSTRACTS (ESEA, Title III)	STATE	TOTAL PROJECT PERIOD	FROM (Month and year)	TO (Month and year)	PROJECT NO.
	CALIFORNIA		August 1972	June 1973	1272-0

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT	GRANTEE
Packaged Self-Instruction Program for Educators	Humboldt County Superintendent of Schools

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	19—	19—	19—	19—	19—	19—
	$	$	$	$	$	$

TARGET POPULATION

Those working with children who have a hard time learning

PARAGRAPH DESCRIPTION Packaged Self Instruction Program is a mulit-media collection of teacher materials. These are referenced by specific teacher compentencies and include reprints from current articles, pertinent paperbacks, film strips and cassette tapes. The study guide is reinforced by a set of activities which may be used individually or as the framework for for an on-going in-service program. The field test results show that teachers liked it's individualized self-instruction format. When its problem solving approach was applied in the classroom, academic and social emotional behaviors improved at a rate significantly greater than could be predicted from previous performances.

MAJOR OBJECTIVES. The major objectives of this Incentive Grant year has been diffusion of the project throughout California.

ACTIVITIES TO ACHIEVE OBJECTIVES.

1.0 Conduct statewide dissemination activities at the awareness level.
2.0 Install P.S.I.P. in fifty districts/schools/teacher training institutions.
3.0 Conduct staff-training seminars for adopting/adapting districts or schools.
4.0 Provide technical assistance to adopters/adapters.
5.0 Evaluate diffusion process effectiveness.

EVALUATION STRATEGY. Analysis of statistical data is the basic evaluation strategy, e.g.

(1) Number served by awareness level activities.
(2) Number and objectives of adopters/adapters.
(3) Number and responsibility of in-serivce participants.
(4) Number and objectives of consultations.
(5) Projected expansion by adopters/adapters.

EVALUATION FINDINGS

1.0 Statewide dissemination activities at awareness level
  1.1 ACSA/Expo
  1.2 Mailings
  1.3 Group presentations
  1.4 Individual conferences
2.0 P.S.I.P. installation in California: School Districts 48; County Offices 10; Private Schools 4; Teacher Training Institutions 6. P.S.I.P. 11 installations outside California: Alaska, Colorado, Idaho, Oregon, Utah, Washington and Guam.
3.0 In-service seminars 7, attended by 59 people.
4.0 consultation

HANDICAPPED PROJECT PARTICIPATION ONLY - ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED*	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	5-5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
(1) TMR										61	11	7	79
(2) EMR													
(3) HH													
(4) DEAF													
(5) SI	NOT KNOWN												
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL								1	1				

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH-SURNAME	WHITE (Other than Spanish surname)	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Student Participants	NOT KNOWN						

4. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas (over 50,000)	3
(2) Rural Areas (under 2,500)	13
(3) Other Demographic Areas (from 2,500-50,000)	31
(4) TOTAL (Sum of lines (1), (2), and (3))	47

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and/or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *for the number of hours in a regular work week, as determined by the State or local education agency).* They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1.(11))*, *(2)* indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanatory.

* TMR = Trainable Mentally Retarded, EMR = Educable Mentally Retarded, HH = Hard of Hearing, SI=Speech Impaired, VI = Visually Impaired, ED = Emotionally Disturbed, CR = Crippled, LD = Learning Disabled, OHI = Other Health Impaired

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
	Curriculum guides		
	Teacher guides		
	Handbooks of materials, techniques, and procedures		
	Monograph		
	Bibliography		
	Questionnaires - locally developed		
	Evaluation tests		
	Audio tape cassettes		
	Brochures, newsletters and information sheets		
	16 mm Films		
	8 mm Films		
	Filmstrips		
	Instructional workbooks, materials,		
	Tests - locally developed		
X	Kits	October 1972	The Packaged Self-Instruction Program is a self-contained resource kit housed in a portable file box. It contains: 1. A Reference Guide 2. A Study Guide 3. A set of related activities 4. 8 Manuals containing reprints of current articles referenced by teacher comptenency. 5. 13 Paperbacks 6. 3 Filmstrips 7. 5 Cassette Tapes (a program narrative plus taped lectures)
	Models		
	Microcards		
	Microfilm		
	Maps		
	Pictures		
	Posters		
	Records		
	Set		
	Slides/tape		
	Viewmasters		
	Video Tape		
	(Other)_____		
	_____		
	_____		
	_____		
	_____		

Title III Areas of Influence*

As Project Director and/or after consultation with district or county personnel involved:

1. Name Dewell H. Byrd Title Coordinator, Special Ed. Programs
2. Name E. Alan Lewis Title Director, Media Center
3. Name _____ Title _____

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or additudinal changes in:

Rank**		Examples
5	Special project development Needs assessment, goal setting, planning (writing), implementation, etc.	Use this space to give examples of items ranked 1 and 2. 1. Products Developed The P.S.I.P. kit was originally developed as independen study materials for "rural, isolated teachers of the handicapped". It will now be used for general in-service training on a group and/or individual basis by a broad range of school personnel throughout the County. 2. Staff Training The original concept of the project was to improve student performance by increasing teacher competence. A positive change in the attitude of the teachers and their students has been consistently reported as a by-product of the P.S.I.P. approach.
2	Staff training Resulting in added skills or attitudinal change	
7	Parental involvement in the schools Bringing parents into more direct contact with school activities	
3	Community involvement Instances of community participation other than parents	
4	Evaluation competencies and use of evaluation information	
1	Products developed Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc. Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.	
6	Management and accounting procedures Have the project activities resulted in increased accountability in other learning situations? List under examples.	
_____	Other - Please explain	

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

CONTEXT

The Locale

1. What is the locale of the program?
2. What is the dnesity of the population?
3. What are the population trends?
4. What are the major occupations of people in the localle?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

Sparsely populated Northern California was the original locale of the program, with the major efforts concentrated on the Northcoast in Humboldt, Del Norte, Mendocino, and Lake counties. Here the average population density is slightly more than 22 persons per square mile, with a few population centers accounting for a large percentage of the lotal population.

When Incentive Grant funds were allocated to Humboldt County for diffusion of Project P.S.I.P. outside the Northcoast region, all of California became the locale of the program for the fiscal year 1972-73 (the period of this report).

During October the California State Department of Education, together with the Association of California School Administrators sponsored "awareness level" presentations of the nine Incentive Grant projects at ten locations throughout the State. The remainder of the year was devoted to follow-up activities in 29 counties based on interest stimulated by these ACSA/EXPO seminars.

The School System

1. What grade levels do the schools serve?
2. How many pupils are there in the school system? How man- How many schools?
3. Are there any significant trends in the school system enrollment, withdrawal or transfer?
4. What is the per pupil cost of education in the school system?
5. What is the recent financial history of the school system?

Within California 47 different school districts located in 29 counties are represented on the list of Project P.S.I.P. adopters/adapters. The following tables indicate the wide range in grade levels, number of students, and number of schools within these districts.

PROFILE OF ADOPTING/ADAPTING SCHOOL DISTRICTS

Grade Level	No. of Districts	No. of Students	No. of Districts	No. of Schools	No. of Districts
K-3	1	1000	3	1-3	3
K-6	14	1-2000	6	3-5	11
K-8	19	2-3000	4	6-10	8
7-8	2	3-5000	8	11-15	[illegible]
9-12	3	5-10,000	10	16-20	5
K-12	7	10-15,000	8	12-25	7
7-12	1	15-50,000	5	26-50	3
		*50-100,000	1	*69	1
		*128,000	1	*161	1
		*738,000	1	*588	1
	47		47		47

*Adoption/Adaption by small number of schools within districts or for special use

In addition, the Program has been picked up by 9 County Schools Offices, 4 private schools and 6 university teacher training programs within the state.

Through the cooperation of the Northwest and the Rocky Mountain Regional Instructional Materials Centers for Special Education, P.S.I.P. materials are now being circulated in Alaska, Colorado, Idaho, Oregon, Utah, Washington and Guam.

Needs Assessment

1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

Packaged Self-Instruction Program is based on the concept that the way to the learner is through his teacher. Therefore, the responsibility for identifying specific pupil needs rests with the one who uses P.S.I.P. as a guide. The basic problem-solving approach of the program begins with an assessment of student or teacher needs. Then the resource materials within the P.S.I.P. Kit are used to plan, implement and evaluate a program to meet these needs.

Historical Background

1. Did the program exist prior to the time period covered in the present report?
2. Is the program a modification of a previously existing program?
3. How did the program originate?
4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.

Packaged Self-Instruction Program was developed, pilot tested and field tested with ESEA Title III funds granted to Humboldt County over a three-year period from August 1969 through July 1972. At the end of that time a one-year Incentive Grant was awarded for Fiscal Year 1972-73 to facilitate adoption or adaption of the program outside the Northcoast area. The activities of this period are covered in the present report.

The original project grew out of a long expressed concern that many teachers in rural areas were unable to keep abreast of current practices and trends in special education which would enable them to work more effectively with the learning handicapped student in their classrooms. It was clear that there was need for a fresh approach to in-service. The typical college course and workshop methods were not doing the job.

In order to identify more appropriate methods the needs and opinions of teachers, administrators and teacher-trainers were surveyed. A wide variety of resource persons were then involved in the development of a multi-media self-instruction package designed to meet these identified needs. Two local radio announcers helped to develop the cassette tapes. Instructional slide sequences were produced by Humboldt State College photographer, Peter Palmquist. Instructional content was evaluated by consultants from the Del Norte and Butte County Superintendent of Schools Offices and the Special Education Instructional Materials Centers in Los Angeles and Eugene, Oregon. The P.S.I.P. staff also maintained a close working relationship with other Northern California education projects.

PROGRAM

Scope of the Program

1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

The specified objectives of the program were:

A.0 Establish a management plan.
1.0 Conduct statewide dissemination activities at the awareness level.
2.0 Install P.S.I.P. in fifty districts/schools/teacher-training institutions.
3.0 Conduct staff training seminars for adopting/adapting districts.
4.0 Provide technical assistance to adopting/adapting districts and/or schools.
5.0 Evaluate diffusion process effectiveness.

The tables below indicate the number of participants served by this diffusion. Teachers, aides, principals, County Office and District level administrators and consultants, psychologists, counselers, and university instructors are included in these undifferentiated totals.

ACTIVITIES		PERSONS OR AGENCIES SERVED
1.0 CONDUCT STATEWIDE DISSEMINATION ACTIVITIES AT THE AWARENESS LEVEL		1781
First Level Awareness		
10 ACSA/Expo Presentations	475	
3 Mailings	933	
Personal Contacts	25	
Second Level Awareness		
18 Presentations	348	
2.0 INSTALL P.S.I.P. IN 50 DISTRICTS/ SCHOOLS/TEACHER INSTITUTIONS		
Visits and Demonstrations made	26	
Loaner kits sent for evaluation	60	
Adopted/Adapted by		69
School Districts	47	
County Offices	9	
Private Schools	4	
Teacher-Training Institutions	6	
Organizations and Individuals	3	
3.0 CONDUCT STAFF TRAINING SEMINARS		
7 Staff Training Seminars		79
4.0 PROVIDE TECHNICAL ASSISTANCE		
Consultations and Observations		14

*In addition, Project P.S.I.P. has been adopted/adapted by 11 out-of-state agencies.

Personnel

1. What kinds and numbers of personnel were added by the program?
2. What were their most important duties and activities?
3. How much time did each type of personnel devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

Staffing was cut in half this year to a bare-bones level of a full-time Project Director and the equivilant of one full-time secretary.

The Director's responsibilities included management and supervision of the whole process of producing the P.S.I.P. kits in addition to more obvious functions, e.g. speaking, traveling, record keeping, correspondence, data collection and reporting. In addition to the usual clerical duties, the part-time secretary (with some extra help during peak production periods) assembled, shipped and billed for the kits purchased, produced the materials required for in-service, maintained all the financial records for monies received and spent, paid all the bills. She also assumed a wide variety of liaison tasks as proxy for the Project Director during the 16-18 weeks that she was on the road.

Necessary qualifications include loyalty, dedication, a high degree of personal responsibility. The ability to organize and work independently, patience and accuracy with many details, physical stamina to lift and carry the large volume of materials required for both production and in-service, and most of all a sense of humor.

Organizational Details

1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

This report covers a time period from August 1, 1972 through June 30, 1973,the duration of the Incentive Grant awarded to Humboldt County for statewide diffusion activities.

Awareness level activities were carried on throughout the State. Seminars under the joint sponsorship of the State Department of Education and the Association of California School Administrators featuring the nine Incentive Grant projects, were held in ten stratigic locations. These were followed by a statewide mailing to all County Offices and School Districts by one of the other Project Directors. The mailing included the borchures of the six projects designed to aid handicapped children. Finally, a P.S.I.P. mailing was sent to each School Administrator and Special Service coordinator in the Northcoast region.

Followup activities were carried on wherever potential and actual adoptors/adaptors indicated an interest or need for demonstration staff-training or follow-up consultation. The geographic area covered included 30 or more counties and required approximately 10,500 miles of highway travel.

These follow-up contacts together with data from three questionnaires provided date for on-going review of dissemination activities as well as feed-back from adaptors/adoptors regarding their evaluation of the product and their level of adoption of the P.S.I.P. process.

With this data as a guide, the Humboldt County Superintendent of Schools has indicated a willingness to assume responsibility for supplying the P.S.I.P. materials to out of the area as well as local adoptors/adapters, and for further implementation of the P.S.I.P. in-service process locally.

Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's work or week's schedule of activities for the chidren (or others) who received the program?
5. How were pupils groupedfor the various program activities?
6. What were teacher-pupil ratios, (or aid=pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What special provisions were made for motivating pupils (or others)?
10. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

The main activities were functions of the special program objectives as indicated in the following break-out...the activities required for the diffusion of an in-service program based on the concept that the way to a student is through his teacher. Therefore, the P.S.I.P. staff was not directly involved with pupils and cannot respond to questions 4-11.

Packaged Self-Instruction Program Objectives for Fiscal Year 1972-73

A.0 Establishment Plan
- A.1 Review and revise plan
- A.2 Maintain internal coordination
- A.3 Maintain external coordination
  - A.3.1 With County Office Staff
  - A.3.2 With Title III project Directors and staff
  - A.3.3 With agencies and individuals of the adopting/adapting districts.
- A.4 Maintain records
- A.5 Participate in staff in-service.

1.0 Conduct Statewide dissemination activities at the awareness level.
- 1.1 Design dissemination strategies.
- 1.2 Produce dissemination materials
  - 1.2.1 Tape/slide presentation
  - 1.2.2 5000 borchures
  - 1.2.3.500 Information packets
  - 1.2.4 Other dissemination materials.
- 1.3 Participate in Seminars, Conferences etc.
  - 1.3.1 ACSA/Expo traveling seminars
  - 1.3.2 ACSA/CBSA Conferences
  - 1.3.3 Expo/ACSA
  - 1.3.4 Other Conferences as scheduled.

1.4 Respond to requests for additional information from ACSA/Expo participants.
1.5 Disseminate Information to potential adopters/adapters not identified by ACSA Expo.
1.6 Evaluate and revise.

2.0 Install P.S.I.P. in Fifty districts/schools/teacher training institutions.
2.1 Produce P.S.I.P. kits
2.1.1 100 kits (complete)
2.1.2 Components for 200 additional kits to be assembled as needed.
2.2 Supply P.S.I.P. kits to adopters/adapters
2.2.1 25 for loan
2.2.2 275 for purchase.
2.3 Conduct 25 demonstration seminars for potential adopters/ adapters.

3.0 Conduct staff training seminar for adopting/adapting districts or schools.
3.1 Plan programs for in-service seminars
3.2 Produce in-service materials
3.3 Conduct in-service seminars
3.4 Evaluate and Revise

4.0 Provide technical assistance to adopting/adapting districts and/or schools.
4.1 Ide-tify needs
4.2 Develop stratagies consistant with needs, available resources and P.S.I.P. self-instruction concept.
4.3 Provide Technical Assistance.
4.4 Encourage, support, facilitate
4.5 Evaluate and revise.

5.0 Evaluate diffusion process effectiveness
5.1 Review and revise evaluation plan.
5.2 Obtain evaluation data
5.3 Analyze data
5.4 Prepare quarterly reports
5.5 Prepare final project reports.

Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differneces between these groups in kinds and amounts of materials provided, or in methods of use?

A tape-slide presentation was developed by the Project Director with assistance from Don Kelly, ESEA Title III Consultant, Peter Palmquist, photographer, and Michael Glimpse, technician from California State University, Humboldt. This was used in the awareness level presentations to demonstrate the physical and instructional content of the P.S.I.P. kit as well as to aid the viewer in identifying possible adoption/adaption to his own school responsibilities.

Two informal brochures were developed, again by the Project staff, for general distribution.

The program also required production of the Packaged Self-Instruction Program itself--a multi-media kit which included reprints of current articles, organized into 8 manuals, a study guide, a reference guide, 3 filmstrips, 5 cassette tapes, and a set of 13 commercially published paperback books, housed in a portable metal filebox.

150 kits were assembled and sold to adopters/adapters at cost. 25 addional kits were circulated as "loaners" for evaluation by potential adopters/adapters. The basic components for 125 additional kits were produced. These will be completed by purchasing containers, folders and paperbacks based on future demand.

Parent-Community Involvement

1. What role, if any, did parents have in the program?
2. Where meetings held with parents? Why? How often?
3. What role, if any, did various communtiy groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

Within the original project area the community was informed of ACSA/EXPO through radio and television's news coverages, newspaper articles and televised interview on the local Public Broadcasting Station. Similar coverage was provided for a Humboldt County Book Fair where P.S.I.P. was on display. Three mailings were sent to all administrators in Del Norte, Humboldt, Lake and Mendocino Counties, alerting them to Project P.S.I.P.'s statewide dissemination and its local availability for adoption/adaption. Personal contact was made with local representatives of the Association for the Retarded, the California Association for Neurologically Handicapped Children and the Council for Exceptional Children.

Outside the Northcoast region, local community involvement was left to actual and potential adopters/adapters. However, liason has been established with the Northern California Program Development Center, the Bay Area Chapter of CANCH, and with State level personnel of ESEA Title VIB, of the California Teachers Association, and of the Association of California School Administrators, and a personal conference was also held with Mr. Newton Steward, Chairman of the State Board of Education and a resident of Humboldt County.

Budget

1. From what sources ere program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs forthe entire project period by budget categories (i.e., professional salaries,contracted services etc.).

Basic Program funds for the 11 month period from August 1, 1972 through June 30, 1973 were obtained from ESEA Title III. These were supplemented by returns from the sale (at cost) of the P.S.I.P. Kit. Funds from these sales were used to replace money advanced for materials in anticipation of future payment.

The total cost of the program is as follows:

ESEA Title III	37,491
Funds advanced for P.S.I.P. components by LEA	9,000
	46,491

Special Factors

For use of potential adopters of the program:

1. What modifications of the program are possible?
2. What are the suggested steps in adopting this program?
3. What are some things others should avoid in adopting this program?
4. Can parts of the program be phased in, beginning on a small scale? How?
5. Can parts of the program be adopted without taking the whole program? What parts?

Each potential adopter/adapter has his own reasons for being interested in the Project which he is considering. Time, effort and resources will be used most effectively if these objectives are identified early and modifications made accordingly. The following reasons for adoption/adaption were identified for Project P.S.I.P., and it is suspected that these may be common to other projects as well.

a. For "as is" adoption as the total program for a school or district.
b. As one of several resources to be used selectively and independently by the staff.
c. As a pilot model for immediate installation and later modification.
d. As a modification of an existing program.
e. As a personal reference or resource.
f. As a prototype for new and different programs.

SUGGESTIONS:

a. If P.S.I.P. is to be used as a total inservice program within a school or district the following steps are recommended:

(1) SELECT A PROGRAM COORDINATOR--someone enthusiastic about the adaptability and flexibility of a self-instruction approach.
(2) INTRODUCE P.S.I.P. TO POTENTIAL USERS--including administrators, supervisory staff, teachers, and aides. Provide ample time for individual exploration of materials.
(3) SELECT PROGRAM PARTICIPANTS--preferably volunteers initially. Enthusiasm will spread from them to others.
(4) CONDUCT AN ORIENTATION WORKSHOP FOR PARTICIPANTS AND THEIR ADMINISTRATORS--four to six hours of interaction with the materials with emphasis on adaptabillity to individual student and staff needs.
(5) FROM HERE ON ACTIVITIES ARE ON A SELF-INSTRUCTION BASIS with study and classroom implementation directed through the use of bi-weekly goal statements completed by participants and reviewed by program coordinator. Personal motivation varies but is readily reinforced by the coordinator or an administrator.

b. If it is to be used as a staff resource, make sure that the kit is easily available. Those who need help most urgently are often the most reticent about seeking it.

c. If it is to be used as a pilot model for immediate installation and later modification or expansion, begin with individuals, or with individual schools, that are representative of the total school population. Be sure to include some innovators and change agents.

d. If it is to be used as a modification of an existing program be sure that the users are involved in planning for the change and have ample time for discussion and ventilation.

e. If P.S.I.P. is to be used as a personal resource by a consultant, resource teacher, administrator or in-service director, it may be helpful to know that all but the commercially published paperbacks may be copied. Sharing individual articles from the kit is an excellent way to introduce the kit without overwhelming those who might be "indimidated" by the wide range of materials in the whole kit.

f. If it is to be used as a prototype, the adopter/adapter probably has known best how he would like to use your help.

Avoid the oversell or any implication that the program is a magic answer. The program requires time andeffort on the part of the users but its personal usefulness grows in proportion to the investment.

The program can begin with even a single staff member using the materials individually and independently. Or a set of materials may be placed in a convenient location where they are available as a ready reference. A coordinated in-service training program can then be phased in as need and interest develop.

The program is designed to allow for at least two adaptations--one is based on physical format, the other on instructional content. The physical format of the kit has two components, an organizational structure and a collection of resource materials supportive to this strucutre. The organizational structure with its problem solving approach could be adopted as a framewrok for supportive materials selected by the adopter.

The instructional organization of the program is based on six roles of a teacher as he works with the students, with the community, and with other educators. Although these areas are clearly interrelated they have been delineated within the program and could be approached as independent units.

Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within andoutside the project area.

2. List the number of visitors from outside the project area.

3. Provide the cost of dissemination during the last budget period.

4. Provide the total cost of dissemination including prior budget periods (if possible).

Dissemination of a previously field-tested project was the overall objective for this year's activities. Therefore, this topic has already been covered in earlier sections of this report. (See pages 27-28)

EVALUATION NARRATIVE

Choosing Participants

1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

In reading this evaluation narrative it must be kept in mind that the program objective was statewide dissemination of a previously field tested project.

The specific objectives relate to adoption/adaption rather than to the Packaged Self-Instruction Program itself. Therefore, all participants were adults and were selected by the adopting/adapting agency.

The criteria for evaluation were based on the number of persons and/or agencies served and on their satisfaction with the service provided. Therefore, the other questions regarding selection are irrelevant.

Describing Participants

1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vise versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

Teachers, Teacher Aides, Administrators, Consultants, Counselors and Psychologists all received the program. At the awareness level, parents and school board members also attended some of the ACSA-Expo seminars and/or other orientation meetings.

For a detailed break-out of number and kind of agencies and individuals who participated see the Evaluation Data immediately following this Narrative Section of the report.

Measuring Changes

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupil's capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

The management system for the program was set up by objective and all data was collected accordingly.

A card file was maintained for all those who completed an evaluation questionnaire during the ACSA-Expo presentations and for those who requested information by personal contact, mail or telephone.

Individual file folders were kept for all adopters/adapters. Records from the other contacts (evaluation questionnaires, correspondence, and staff notes) were filed by geographic region for easy access. (See Appendix for sample of record card and contact sheet.)

Presenting Data

1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly.

See Evaluation Data Section of this report.

Analyzing Data

1. What analyses were undertaken of the data?
2. What was the basis for judging the progress of the program group?
3. What comparisons were drawn for subsamples?
4. What evidence is there that those who attended more gained more from the program?

See Evaluation Data Section of this report.

Interim Objectives and Findings

1. What were the interim objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

1.0 Conduct Statewide Dissemination Activities

1.1 Design dissemination strategies

Unusual care was taken to make maximum utilization of limited time, staff, and funds. As a result all objectives were met or exceeded.

1.2 Produce dissemination materials

1.2.1 Tape/slide presentation A 7 minute Tape/Slide presentation was produced with the assistance of staff from CSU,Humboldt. The presentation was shown at all awareness level presentations as well as the in-service seminars.

1.2.2 5000 Brochures were orderdered initially. It was necessary to order an additional 2000.

1.2.3 500 Information Packets--400 were mailed 100 have been held in reserve for the County Office to use for future inquiries.

1.2.4 Other dissemination materials. A large poster and several one-page"flyers" were also prepared.

1.3 Participate in seminars, conferences, etc.

1.3.1 ACSA/Expo Traveling seminars--2 presentations were made during each of 10 seminars.

1.3.2 ACSA-CBSA Conference--The P.S.I.P. kit was on display the Tape/Slide presentation was shown and the Project Director helped staff the booth where the Incentive Grant Projects were on display.

1.3.3 Other conferences as scheduled.--At the invitation and expense, of the Northwest REgional Special Education Instructional Materials Center a presentation was made to 25 Affiliate Center Directors from Oregon, Washington, Alaska, Hawaii, Guam, and the Trust Territories. There have been 6 adoptions from this area.

1.4 Respond to requests for additional information from ACSA/Expo participants--325 information pacages were mailed.

1.5 Disseminate information to potential adopters/adapters not indentified by ACSA/Expo--75 additional information packages were mailed.

1.6 Evaluate and revise--an on-going process.

2.0 Install P.S.I.P. in 50 districts/schools/teacher-training institutions.

2.1 Produce P.S.I.P. Kits-- With the help of Humboldt County funds, the major components for 300 kits were produced. 185 were assembled. The remaining components will be moved to the Media Center in the County Schools Office.

2.2 Supply P.S.I.P. Kits to adopters/adapters

2.2.1 153 kits have been purchased by 69 adopters/adapters. These are located in 29 counties within California and in 6 other states, as well as the Territory of Guam. 8 complete kits and the components for 125 more will be housed in the Media Center. The Center Director and his staff will continue to assemble and ship in response to future orders.

2.3 Conduct 25 demonstration seminars--11 group presentations and 16 individual demonstrations were made.

3.0 Conduct Staff Training Seminars

Staff training seminars were conducted for a total of 79 participants in 7 schools or school districts.

4.0 Provide Technical Assistance to Adopting/Adapting Districts.

14 visits were made to provide sepcific assistance. Since Project P.S.I.P. is a self-instruction program the most common request was for help in developing a strategy for introducing the materials to the staff and for providing the motivation for continued use.

Other common requests were for help in identifying target teachers and for adopting or adapting P.S.I.P.'s problem solving approach to the in-service requirements of California's new Early Childhood Education.

5.0 Evaluate Diffusion Proccess Effectiveness.

Evaluation was on-going process which began with the establishment of a management plan which provided for the internal and external coordination ofthe project and the maintainance of the necessary records. The process ends here with the completion of this report.

Project Objectives and Findings

1. What were the proj-ct objectives of the program?
2. State the findings in ordinary language for each objective
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

All objectives ere reached or exceeded although obviously only a small portion of the potential adopters/adapters could be reached by a staff of two---A Traveling Project Director supported by a Project Secretary.

ACTIVITIES		PERSONS OR AGENCIES SERVED
1.0 CONDUCT STATEWIDE DISSEMINATION ACTIVITIES AT THE AWARENESS LEVEL		1781
First Level Awareness		
10 ACSA/Expo Presentations	475	
3 Mailings	933	
Personal Contacts	25	
Second Level Awareness		
18 Presentations	348	
2.0 INSTALL P.S.I.P. IN 50 DISTRICTS/ SCHOOLS/TEACHER INSTITUTIONS		
Visits and Demonstrations made	26	
Loaner kits sent for evaluation	60	
Adopted/Adapted by		69*
School Districts	47	
County Offices	9	
Private Schools	4	
Teacher-Training Institutions	6	
Organizations and Individuals	3	
3.0 CONDUCT STAFF TRAINING SEMINARS		
7 Staff Training Seminars		79
4.0 PROVIDE TECHNICAL ASSISTANCE		
Consultations and Observations		14

*In addition, Project P.S.I.P. has been adopted/adapted by 11 out-of-state agencies.

PROJECT TITLE: PACKAGED SELF-INSTRUC

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOPT					
AGENCIES AND CONTACT PERSONS		ADOPTED/ ADAPTED		AWARENESS LEVEL INITIAL			SECONDARY		
No. of Agencies	SUMMARY CHART OF ACTIVITIES (Agencies where services were provided beyond the awareness level)	YES Adopted Adapted or Use Unknown	NO No action	ACSA/EXPO*	Mailing*	Other*	Meetings	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
	CALIFORNIA AGENCIES								
90	School Districts and County Offices	56	34	70	10	10	9		
6	Private Schools	4	2	6	0	0	1		
6	California State Colleges and Universities	6	0	4	0	2	1		
8	Other Agencies and Individuals	3	5	3	0	5	0		
110	TOTAL	69	41	83	10	17	11		
11	OUT-OF-STATE AGENCIES	10	1	0	0	11	0		

*EACH CONTACT WAS ALSO S

TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

AWARENESS LEVEL																	
INITIAL			SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE				
ACSA/EXPO*	Mailing*	Other*	Meetings	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number of Persons	Loaner kit sent	Conference	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number of Persons	Meetings	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number of Persons	Conferences	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number of Persons		
70	10	10	9		314	48	12		69	7		79	7		14		
6	0	0	1		9	4	4		4	0		0	0		0		
4	0	2	1		25	3	7		7	0		0	0		0		
3	0	5	0		0	5	3		4	0		0	0		0		
83	10	17	11		348	60	26	APT	84	7	APT	79	7	AT	14		
0	0	11	0		0	2	0		0	0		0	0		0		

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-IN

1972-73 ADOPTERS/ADAPTERS				1972-73
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL / SECO
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO* / Mailing* / Other* / Meeting Date / A-Admin.Supvsr. P-Psych.Counslr.
1	ADELANTO Barbara J. Meinhard,Teacher	AO	O	X
2	ALAMEDA CITY UNIFIED Albert Koshiyama,Supvsr.Elem & Compnsatory Ed.	O	O	X
3	ALUM ROCK G.S. Skow,Dir.Profsnl.Dev.Center	AO	O	X
4	ANTIOCH UNIFIED Tom Beagle	O	O	X
5	ARCATA ELEMENTARY Antoinette Martin,E.H.Coordr.	O	AO	X
6	BEARDSLEY ELEMENTARY *North Beardsley School Ben Bird, Principal	AO	O	X 5/23 A.
7	BERRYESSA UNION ELEMENTARY Dr. Lee Buchanan,Dir.Sp.Prgms.	AO	AO	X 5/4
8	BLUFF PRARIE Geraldine Stephens	O	O	X
				*EACH CONTACT WAS AL

JECT TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

ENTS	AWARENESS LEVEL												STAFF TRAINING			TECHNICAL ASSISTANC		
	INITIAL			SECONDARY			VISIT/DEMONSTRATION											
Mini Kit pted pted nown ction	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
0			X															
0	X						1/30	3/7	A	1								
0	X							3/7	A	1								
0	X						1/30											
AO	X																	
0	X			5/23	A,T	12	1/20	5/23	A	4								
AO		X		5/4	T	12	2/21	3/30	A	1	5/4	T	3					
0			X				12/18											

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADO					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL			SECONDA		
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
		AO-Adopted AA-Adapted X-Unknown O-No Action							
9	BURLINGAME ELEMENTARY Lois Watson, Curric.Conslt.	0	0	X					
10	BUTTE CO. SUPT. OFFICE *No.Calif.Program Devlpt.Center Donald Brecker,Conslt.Sp.Ed.	AO/AA	0			X			
11	CAJON VALLEY UNION *Cuyamaca School George Wildbergen, Principal	X	0	X					
12	CALAVERAS CO. OFFICE John W. Grindy,Asst.Supt.Curric	X	0	X					
13	CASTRO VALLEY UNIFIED Dale Lambert,Title III Proj.Dir	AO	0	X			5/2	T	
14	COLTON UNIFIED *Colton Jr. High School Dale Chilson, Principal	AO	0	X					
15	CORONADO CITY UNIFIED Dr. Jay Mack, Asst.Supt.	X	0	X					
				*EACH CONTACT WAS ALSO					

T TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

S	AWARENESS LEVEL													STAFF TRAINING				TECHNICAL ASSISTANCE			
	INITIAL			SECONDARY				VISIT/DEMONSTRATION													
Mini Kit on	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number			Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	
0	X							2/21													
0			X					10/72	6/4	A	2										
0	X																				
0	X																				
0	X			5/2	T	4		1/30	3/8	A,T	2			5/7	A,T	25					
0	X								4/3	A	1										
0	X																				

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOP					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECONDAR	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
16	DAVIS JOINT UNIFIED *Davis Senior H.S. Lynn Dal Parto, Teacher	0	0	X					
17	DEL PASO HEIGHTS ELEMENTARY Carolyn Minor,Dir.Fed/State Proj.	0	0	X					
18	DELANO ELEMENTARY *Freemont School Earl Schaaland, Principal	0	0	X					
19	DESERT SANDS UNIFIED Earle Ellson, Dir.Title IV	AO	0	X			4/5	A,T	
20	DUARTE UNIFIED Joe R. Davis, Dir.Title I	AO/AA	0	X			12/4	A,T	
21	EL MONTE ELEMENTARY Don Jensen, Dir.Res.& P.P.Serv.	AO	0	X					
22	EUREKA CITY ELEMENTARY & HIGH Russel Shaddix, Psychologist	AO/AA	0	X					

*EACH CONTACT WAS ALSO

TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

	AWARENESS LEVEL															STAFF TRAINING			TECHNICAL ASSISTANCE		
	INITIAL			SECONDARY				VISIT/DEMONSTRATION													
	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number					Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
	X							11/22													
	X							11/10													
	X							11/23													
	X			4/6	A,T	8															
	X			12/4	A,T	35															
	X																		4/5	T	1
	X							10/16											12/7	A	1

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INS

1972-73 ADOPTERS/ADAPTERS				1972-73 A					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECON	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr.	
23	EXETER UNION ELEMENTARY *Wilson School John R. Ray, Principal	0	0	X					
24	FAIRFIELD-SUISUN JOINT UNIFIED Percy Haugen,E.H. Coordr.	AO	0	X					
25	FARMERSVILLE ELEMENTARY *Hester School Lenno C. Johnson, Teacher	0	0	X					
26	FONTANA UNIFIED *Redwood Elementary Dr. Woodleigh Scofield,Principal	AO	AO	X			5/17		A
27	FREEMONT UNIFIED Linda Eller, Proj.Dir.	0	0	X			4/11	AP	
28	FRESNO COUNTY Jessie B. Miller,Sch.Psych.	0	0	X			3/18		A
29	GARDEN GROVE UNIFIED Dr. Wm. Smitheron,Coord.E.H.	AO/AA	0	X			5/18	AP	
				*EACH CONTACT WAS ALS					

T TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

S	AWARENESS LEVEL INITIAL			AWARENESS LEVEL SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
Mini Kit on	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
	X						11/22									
	X						2/21	3/22	A,P,T	4						
	X						11/22									
	X			5/17	A	5					5/17	APT	15	4/2	A	1
	X			4/11	APT	30	4/2									
	X			3/18	A	3	3/2									
	X			5/18	APT	25								4/9	A	1

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOP					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECONDAR	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
30	GOLETA UNION Raymond Bauer, Sp.Ed.	AO	0	X					
31	HANFORD ELEMENTARY Dr. V.J. Correll, Supt.	AO	0	X			3/12	A	
32	HESPERIA ELEMENTARY Mrs. J.M. Waher	0	AO			X			
33	HOPE ELEMENTARY *Monte Vista School Dolores Jones, Schl.Psych.	AO	0	X					
34	HUENEME ELEMENTARY Dr. Earle Eckert,Asst.Supt.Ed.Serv.	X	0		X				
35	HUMBOLDT COUNTY S. Alan Lewis, Media Director *Environmental Ed. Proj. Helen Mcpherson Curric.Conslt	AO	0			X			
	*Northern Indian Calif.Ed.Project Marylin Miles,Psych.	AO	0			X	On-going		
36	LOS ANGELES UNIFIED *Dorres Place School Mary F. Lewis,Principal	AO	0	X					
				*EACH CONTACT WAS ALSO					

T TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

S	AWARENESS LEVEL INITIAL			SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
	X													3/26	A	1
	X			3/12	A	10	1/31	2/7	A	1						
			X													
	X							3/23	A,P	2						
		X														
			X				1/73	1/73	A	3	On-going contact					
			X	On-going personal contact												
	X															

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOP					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECONDAR	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
	LOS ANGELES UNIFIED (cont.) *Main Street School Ollie V. Davenport,Principal	AO	0	X					
	*Woodland Hills Elementary Myra Morewitz, Principal	X	0	X					
37	LUCIA MAR UNIFIED *Oceano Elementary John Sherwood, Prinicpal *Margaret Burton,Principal Grover Heights Elementary	AO	0	X			5/8	T	
38	MANTECA UNIFIED *East Union High School Frederich Wentworth,Asst.Prin.	0	0	X					
39	MAPLE CREEK *Maple Creek School Sally Biggins,Principal	0	0	X					
40	MENDOCINO COUNTY Ray Nelson, Curric. Conslt.	AO	0		X				
41	MILL VALLEY ELEMENTARY Dr.James Collins, Supt.	X	0		X				
				*EACH CONTACT WAS ALSO					

1972-73 ADOPTION/ADAPTION ACTIVITIES

	AWARENESS LEVEL																					
	INITIAL			SECONDARY			VISIT/DEMONSTRATION						STAFF TRAINING				TECHNICAL ASSISTANCE					
	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number			Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number			
	X							6/21	A	1												
	X																					
	X			5/8	T	15		3/22	A	3			5/8	A,T	4							
	X						11/10															
	X						11/9							—								
		X					4/6	6/12	A	1												
		X																				

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INS

1972-73 ADOPTERS/ADAPTERS				1972-73 A					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECON	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr.	
		AO-Adopted AA-Adapted X-Unknown O-No Action							
42	MILLBRAE ELEMENTARY *Meadows Elementary School Richard Anderson, Principal	0	0	X					
43	MODOC COUNTY Betty L. Chism, Librarian	AO	0			X			
44	MONO COUNTY David R. Simons,Sp. Serv.Coor.	0	0		X				
45	MONTEBELLO UNIFIED Frank Fretschneider,Asst.Supt Mrs. Williams, E.H. Coord	AO	0	X					
46	MONTEREY PENINSULAR UNIFIED Samuel Kier,Dept.Sp.Ed.	X	0		X				
47	MORGAN HILL UNIFIED Al Mendizabal,Administrator	AO	0	X					
48	MOUNTAIN VIEW Harold S. Delavan,Asst.Supt.	0	0	X					
49	NEW HAVEN UNIFIED Dave Ramirez,Dir.Title III Proj.	0	0	X					
				*EACH CONTACT WAS ALS					

ECT TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

NTS	AWARENESS LEVEL																									
	INITIAL			SECONDARY				VISIT/DEMONSTRATION									STAFF TRAINING				TECHNICAL ASSISTANCE					
Mini Kit ted ted own ction	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number						Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher				
0	X							1/30	3/21	A	1															
0			X						5/1	A	1															
0		X						5/24	5/24																	
0	X								4/3	A	1															
0		X																								
0	X							2/2/	4/11	T	1						6/6	T	7							
0	X							3/26	3/26	A	1															
0	X							2/21	3/8	AT	2															

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOP					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECONDAR	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
		AO-Adopted AA-Adapted X-Unknown O-No Action							
50	NEWHALL ELEMENTARY John Rostykes, Adm.Asst.	X	0	X					
51	NOVATO UNIFIED *Learning Assistance Center Phyllis Shuck, Coordinator	0	0		X				
52	OAKLAND UNIFIED Jean A. Wilson,Conslt.Rag.	0	0	X					
53	OCEAN VIEW ELEMENTARY Monte McMurray, Area Admin.	AO	AO	X					
54	ORANGE CENTER ELEMENTARY *Orange Center School Mike M. Decker,Teacher	0	0	X					
55	ORCUTT UNIFIED Theodore Nat Clair, Supt.	0	0	X					
56	ORICK ELEMENTARY Gordon R. Cole, E.H. Teacher	0	0	X					
57	ORLAND JOINT UNIFIED *Fairview School Betty De Gering,Title III Proj.Dir	0	0	X					
				*EACH CONTACT WAS ALSO S					

TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

	AWARENESS LEVEL																		
	INITIAL			SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
	X															
		X					3/28									
	X						11/22									
	X							4/6	A	2	5/11	T	24			
	X						11/22	3/13								
	X						12/28	3/22		6						
	X						10/29									
	X						11/1									

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOP					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECONDAR	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
		AO-Adopted AA-Adapted X-Unknown O-No Action							
58	PAJARO VALLEY UNIFIED R.H. Van der Mehden,Coord.Sp.Ed.	0	0		X				
59	PALM SPRINGS UNIFIED F.Wayland Reynolds,Dir.Proj. Pers. Services	AO	0	X			5/18	A,P,T	
60	PALMDALE ELEMENTARY Catherine Elyea, ESEA Title I Dir.	AO/AA	0	X					
61	PIERCE JOINT UNIFIED *Arbuckle Elementary School Erline Goodman,Vice-Principal	0	0	X					
62	PLACENTIA UNIFIED *Glenknoll School Dorothy Freeman, Principal	AO	AO	X					
63	PLACER HILLS ELEMENTARY Marion J. Oliver,Libra rian	AO	0	X					
64	POMONA UNIFIED Rubylee Gracy,Coor.Sp.Ed.	AO/AA	0	X			5.14	T	
				*EACH CONTACT WAS ALSO S					

T TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

S	AWARENESS LEVEL INITIAL			AWARENESS LEVEL SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
Mini Kit on	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
0		X					12/2?									
0	X			5/18	A,P,T	23								4/6	A	2
0	X													5/24	A	1
0	X						11/16									
0	X							5/9 5/15	A,T	16				4/9	A	1
0	X						11/10	1/5								
0	X			5.14	T	32								4/4	A	1

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOP				
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL			SECONDAR	
District	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher
65	PORTERVILLE UNION HIGH SCHOOL Harold Gluth,Dir.Title III	AO	0	X				
66	REDWOOD CITY ELEMENTARY Bud Hefner, Curric.Coord.	0	0	X				
67	REEF-SUNSET UNION ELEMENTARY *Kettleman City School Walter Terrio, Principal	0	0	X				
68	RIVER DELTA JOINT UNIFIED *Riverview Shcool Gerald Sptiznagel, Principal	0	0	X				
[illegible]	ROSEVILLE CITY ELEMENTARY Mrs. Phylis Murray	AO	0		X		5/1	A.T
70	SACRAMENTO CITY UNIFIED *Newton Booth School Lee Lury, Principal	0	0	X				
71	SAN BERNARDINO COUNTY *Victorville Branch Norma Covert, Conslt.Sp.Ed.	AO	AO	X			5/16	APT
				*EACH CONTACT WAS ALSO				

TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

AWARENESS LEVEL																				
INITIAL			SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING				TECHNICAL ASSISTANCE						
ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number				
X						12/27	2/7	A	1											
X						12/27														
X						12/27														
X						11/22														
	X		5/1	A.T	12									3/14	A	1				
X						4/17														
X			5/16	APT	28		4/3	AT	2											

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-

1972-73 ADOPTERS/ADAPTERS				1972-7
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVI INITIAL SEC
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit	Mini Kit	ACSA/EXPO* / Mailing* / Other* / Meeting Date
		AO-Adopted AA-Adapted X-Unknown O-No Action		
72	SAN DIEGO COUNTY *Mobile Resource Center Dorothy Davis,Resource Teacher	AO/AA	0	X
73	SAN DIEGO CITY UNIFIED John Limeos, Compensatory Ed.	0	X	X
74	SAN JOAQUIN ELEMENTARY *University Park School Stuart Cunningham, Principal	AO	0	X
75	SAN RAMON VALLEY UNIFIED *Walt Disney School Joanne Brown,Teacher	0	0	X
76	SANTA BARBARA CITY ELEMENTARY *Garfield School H/H Myrtle Boerstler,Conslt.Sp.Ed.	AO	0	X
77	SANTA BARBARA COUNTY Ruth J. Smith, Coor. Comp. Ed.	X	0	X
78	SANTA CRUZ COUNTY Al Reetz, Coord. Sp. Ed.	0	0	X

TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

	AWARENESS LEVEL INITIAL			SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
	X							11/2	A,T	2						
X			X													
0	X															
0	X						1/30	3/7								
0		X						3/26	A	2						
0		X						3/20	A	1						
0	X						12/27									

...ON IN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOP					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECONDAR	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
		AO-Adopted AA-Adapted X-Unknown O-No Action							
79	STANISLAS UNION ELEMENTARY *Prescott Elementary School Don Rowe, E.H. Teacher	AO	0	X					
80	SULPHUR SPRINGS UNION ELEMENTARY *Sulphur Springs School Jim Windle, Principal	AO	0	X					
81	TAHOE-TRUCKEE JOINT UNIFIED Mrs. Kate Miles,District Conslt.	0	0	X					
82	TRACY JOINT UNION HIGH Dorothy Fleisig, Psychologist	X	0	X					
83	TRANQUILITY UNION HIGH John Evans, Supt,	X	0	X					
84	TRINITY COUNTY Don Stewart, District Admin.	AO	0	X			On going		
85	VALLEJO CITY UNIFIED Vera Stone, Conslt. Sp.Ed.	0	0			X			
86	VALLEY OAKS UNION	AO	0	X					
				*EACH CONTACT WAS ALSO					

TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

AWARENESS LEVEL INITIAL			AWARENESS LEVEL SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
X							2/1	A	1				2/6	T	1
X															
X						11/11									
X															
X															
X			On going contact												
		X				2/28									
X						3/9	3/9								

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTRU

1972-73 ADOPTERS/ADAPTERS				1972-73 ADOP					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECONDAR	
District#	SCHOOL DISTRICTS AND COUNTY OFFICES	Complete Kit	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
		AO-Adopted AA-Adapted X-Unknown O-No Action							
87	WESTERN PLACER UNIFIED *Glen Edwards School Evan Berg, Principal	AO	0	X			3/14	A,T	
88	WESTMINSTER ELEMENTARY* Eugene Lyall, Area Administrator	AO	0	X					
89	WESTSIDE UNION Ron Lampela, Superintendent	AO	0	X					
90	WISHMAN ELEMENTARY Jessie Kabayashi, Dir. Curric.	O	0			X			
			Total	70	10	10	9		

*EACH CONTACT WAS ALSO

TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

	AWARENESS LEVEL												STAFF TRAINING			TECHNICAL ASSISTANCE		
	INITIAL			SECONDARY			VISIT/DEMONSTRATION											
	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
	X			3/14	A,T	60	11/10				4/5	T	1	2/14	A	1
	X							4/9	A,T	5						
	X													5/25	A	1
			X				12/27									
Total	70	10	10	9		314	48	12		69	7		79	7		14

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INS

1972-73 ADOPTERS/ADAPTERS				1972-73 A				
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECON
District#	PRIVATE SCHOOLS	Complete Kit	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr.
		AO-Adopted AA-Adapted X-Unknown O-No Action						
1	ARCHDIOCESE OF SAN FRANCISCO Sister Annastasia McNichols, Curriculum Coordinator	0	0	X				
2	GOOD SHEPHERD LUTHERAN HOME Bill Hoehne, Prog.Dir.	AO	0	X				
3	OUR LADY OF MERCY SCHOOL Sister M. Veronica, Principal	0	0	X				
4	ST.VINCENT ELEMENTARY SCHOOL Sister M. Norah,C.P., Principal	0	AO	X			3/6	A,
5	SAN JOAQUIN MIDDLE SCHOOL Sister Bernadette, Prinicpal	AO	0	X				
6	SO.CA.CONF.SEVENTH-DAY ADVENTISTS *La Sierra Elementary School Kendall Butler, Asst. Supt.	AO	0	X				
			Total	6	0	0	1	

*EACH CONTACT WAS ALS

1972-73 ADOPTION/ADAPTION ACTIVITIES

NTS		AWARENESS LEVEL INITIAL			SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
Mini Kit ted ted own tion		ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
0		X						12/27									
0		X							2/7	A	1						
0		X						3/20									
AO		X			3/6	A,T	9	1/30	2/16	A	1						
0		X							2/5	A	1						
0		X						10/26	4/3	T	1						
		*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE															
Total		6	0	0	1		9	4	4		4	0		0	0	0	0

PROJECT TITLE: PACKAGED SELF-IN

1972-73 ADOPTERS/ADAPTERS				1972-73 A					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECO	
District#	CALIFORNIA UNIVERSITIES AND STATE COLLEGES	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr.	
1	CALIFORNIA STATE UNIVERSITY,CHICO Dr. Phyllis Bush,Vice Pres. Academic Affairs *Nursing Div.Fairfield Campus Sylvia Bassett *Portable Education Lab. Dennis Willis,Lecturer,Dept. Teacher Education	0 0 AA	0 AA 0			X X X			
2	CALIF. STATE UNIVERSITY,FRESNO Dr. Gordon Johnson, Prof.Sp.Ed.	AA/AO	0	X			3/12	T	
3	CALIF. STATE UNIV.,HUMBOLDT Dr. Donald Mahler,Prof.Sp.Ed.	AA	0			X		O	
4	CALIF. STATE UNIV. LOS ANGELES Dr.C.Leman Mayer, Prof. Sp.ED.	X	0	X					
5	CALIF. STATE COLLEGE SAN BERNARDINO Dr. Elton Thompson, Asc. Prof.Ed.	AA	0	X					
6	CALIF. STATE UNIV. SAN JOSE Dr. Weldon Parker,Prof.Sp.Ed.	AA/AO	0	X					
			Total	*EACH CONTACT WAS ALS 4	0	2	1		

JECT TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

ENTS	AWARENESS LEVEL INITIAL			SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
ted Mini Kit ted own ction	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
0			X				11/10	12/12	A	1						
AA			X					3/20	T	1						
0			X				11/10	4/73	A	1						
0	X			3/12	T	25	1/30	2/6	T	1						
0			X	On-going personal contact												
0	X															
0	X							1/2	T	1						
0	X							3/12 3/9	T T	1 1						
Total	4	0	2	1		25	3	7		7	0		0	0		

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INS

1972-73 ADOPTERS/ADAPTERS				1972-73 A				
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL				SECON
District#	ORGANIZATIONS AND INDIVIDUALS	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr.
1	ASSOCIATION OF CALIF.SCHL.ADMINS. Dr. Ed. Beaubir	AA	0	X				
2	CALIF.ASSN.NEUROLOGICALLY HANDICAPPED CHILDREN Vocational Project,Berkeley Lauriel Anderson, Chairman	0	0			X		
3	C.A.N.H.C. EUREKA CHAPTER Norma Loquvam, President	0	0			X		
4	CALIF. TEACHERS ASSOCIATION Robert Stahl	0	0			X		
5	NORTH COAST REGIONAL CENTER Don Crawford	0	0	X				
6	CHARLENE MCINTYRE, student teacher	AO/AA	0			X		
7	DONNA HANKINS,Private Conslt.	0	0			X		
8	DUANE BAY	AO	0	X				
			Total	3	0	5	0	

*EACH CONTACT WAS ALS

ÉCT TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

1972-73 ADOPTION/ADAPTION ACTIVITIES

NTS	AWARENESS LEVEL																											
	INITIAL			SECONDARY				VISIT/DEMONSTRATION											STAFF TRAINING				TECHNICAL ASSISTANCE					
ted Mini Kit ted own tion	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number							Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher				
0	X								11/2	A	1																	
0			X					4/17																				
0			X					10/27	11/17	2																		
0			X					6/11	6/7	A	2																	
0	X							10/27																				
0			X																									
0			X					6/8																				
0	X																											
Total	3	0	5	0			0	5	3		4	0					0											

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-INSTR

1972-73 ADOPTERS/ADAPTERS				1972-73 ADO					
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVEL INITIAL			SECONDA		
District#	OUTSIDE CALIFORNIA	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	
1	ALASKA ANCHORAGE BOROUGH ASEIMC* Hubbard Child Development Cntr. Leigh Lowther, Director	X	0			X			
2	COLORADO: COLORADO STATE DEPT. OF ED.	X	0			X			
3	ROCKEY MOUNTAIN SEIMC University of N. Colorado Dr. Willard Jones, Director	X	0			X			
4	GUAM: GOVERNMENT OF GUAM Department of Special Education Connie Monglona, Director SEIMC	X	0			X			
5	UNIVERSITY OF GUAM Curriculum Resource Center Ruby Stahlnecker, Director	X	0			X			
6	OREGON HARNEY CO. INTERMEDIATE ED. DIST. Dr Mary Howden, Conslt.Sp.Ed.	X	0			X			
7	NORTHWEST REGIONAL SEIMC University of Oregon Wayne Lance, Director	X	0			X			

*EACH CONTACT WAS ALSO

1972-73 ADOPTION/ADAPTION ACTIVITIES

TS	AWARENESS LEVEL INITIAL			SECONDARY			VISIT/DEMONSTRATION				STAFF TRAINING			TECHNICAL ASSISTANCE		
Mini Kit	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number
			X													
			X													
			X													
			X													
			X				11/2									

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

PROJECT TITLE: PACKAGED SELF-I

1972-73 ADOPTERS/ADAPTERS				1972-73
AGENCIES AND CONTACT PERSONS		COMPONENTS		AWARENESS LEVE INITIAL SEC
District#	OUTSIDE CALIFORNIA	Complete Kit AO-Adopted AA-Adapted X-Unknown O-No Action	Mini Kit	ACSA/EXPO* / Mailing* / Other* / Meeting Date / A-Admin.Supvsr.
8	OREGON(Contd.) REGIONAL RESOURCE CENTER University of Oregon Gregoria N. Halley) Dale J. Koehler)	X	0	X
9	UTAH ROCK MOUNTAIN RESOURCE CENTER University of Utah Judy Ann Buffmire	X	0	X
10	WASHINGTON EASTERN WASHINGTON STATE COL. Dr. Don E. Hunsaker,Coordinator ASEIMC	x	0	X
11	IDAHO BOISIE SCHOOL DISTRICT J ack Ward, Conslt to Voc.Ed.Proj.	0	0	X
			Total	*EACH CONTACT WAS A 0 0 11 0

*ASEIMC-Affiliate Special Education Instructional Materials Center

TITLE: PACKAGED SELF-INSTRUCTION PROGRAM

	1972-73 ADOPTION/ADAPTION ACTIVITIES																					
	AWARENESS LEVEL							VISIT/DEMONSTRATION					STAFF TRAINING				TECHNICAL ASSISTANCE					
	INITIAL			SECONDARY																		
	ACSA/EXPO*	Mailing*	Other*	Meeting Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Loaner kit sent (date)	Conference (date)	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number		Date	A-Admin.Supvsr. P-Psych.Counslr. T-Teacher	Number	
			X																			
			X																			
			X																			
			X					6/18														
tal																						

*EACH CONTACT WAS ALSO SENT AN INFORMATION PACKAGE

0	0	11	0	0	0	2	0	0	0	0	0	0

Packaged Self-Instruction Program

- an individualized in-service training method
- an adaptable self-contained resource center

To help teachers help students

Learn To –

- be alert to symptoms
- identify problems
- set realistic goals
- explore alternatives
- plan meaningful programs
- implement and evaluate effectively

through P.S.I.P.'s problem solving approach

Adopt or Adapt

- adapt as a total in-service package
- adopt the method – adapt the materials
- use sections as individual units of study
- keep current by adding or replacing materials

How Is It Available?

for further information write, or call
Project P.S.I.P.
2501 Cypress Avenue
Eureka, California 95501
(707) 443-8881
Humboldt County Superintendent of Schools

An E.S.E.A. Title III Incentive grant to stimulate and promote local expansion and adoption and statewide adoption/adaption.

PSIP

for the teacher who cares and wants to know

63

P.S.I.P. Uses...

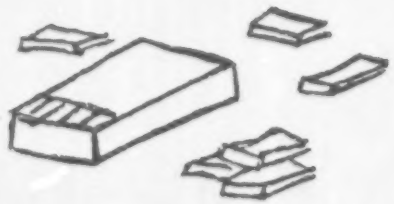
- pre-recorded tapes
- illustrative slides
- up-to-date paperbacks
- reprints of authoritative articles referenced for ready access
- self-instruction outlines and guides

to communicate ideas that work

- with children who have a hard time learning
- with their parents
- with the community
- with other educators

Field-test results show

- gains in academic performance beyond teacher prediction.
- improvement in social-emotional behavior beyond teacher prediction.
- change in teacher attitudes and methods.



Teachers Say

"The guidebook . . . I like it very much."

"The reinforcement theory tape we thought was excellent."

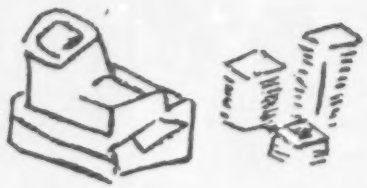
"The books are excellent . . . all of them."

"I had a negative attitude toward behavior modification. Now I feel comfortable with it."

"I gave my administrator certain areas of the kit."

"I might also add we gave P.S.I.P. to our parent group."

"It is valuable to give to the aide to help her reinforce your program."



"P.S.I.P. turned around my approach."

"It brought about a painless change in my students' behavior."

WHEN YOU NEED HELP . . .

Write, or Call

Project P.S.I.P.
2501 Cypress Ave.
Eureka, California 95501

(707) 443-8881

. . . come in if you like.

An E.S.E.A. Title III Incentive Grant to stimulate and promote local expansion and adoption and statewide adoption/adaption.

Humboldt County Schools
Glen W. Paul, Superintendent

YOUR PACKAGED SELF-INSTRUCTION PROGRAM

. . . an individualized in-service program and resource center for those working with children who have a hard time learning.

WHAT'S IN YOUR KIT?

TAPES

Introduction to P.S.I.P.
P.S.I.P. Narrative
Love in the Classroom
Reinforcement Theory
Cone of Experience
Movement Exploration

SLIDES

6-Cycle Charting
Cone of Experience
Remedial Teaching Activities
Using Game

GUIDES

Book 1-A – How Do I Find Things?
(A Reference Guide)
Book 1-B – Who Am I?
(A Study Guide)

MANUALS

Book II – Roles in Promoting Pupil Growth
Director of Learning
Counselor and Guidance Worker
Book III – Liaison Roles
Mediator of the Culture
Link with the Community
Book IV – Program Building Roles
Member of the Staff
Member of the Progression

PAPERBACKS

Six Areas of Teacher Competence
Teacher Self Appraisal: A Way of Looking Over Your Own Shoulder
Problem Solving to Improve Classroom Learning
The Development and Evaluation of Behavioral Objectives
Effective Teaching – A guide to Diagnostic Prescriptive Task Analysis
Diagnosing Classroom Learning Environments
What Is An Aide?
Student Motivation and Classroom Management – a behavioristic approach
Communication Skills for the Mentally Retarded
On Motivation
Child Management – A Program for Parents and Teachers
Analyzing Performance Problems or "You Really Oughta Wanna"
Learning Disability

ACTIVITIES

Complete Kit $85
Mini-Kit $35
(without slides
and paperbacks)

TAKE IT APART
AND EXPLORE . .

EVALUATION QUESTIONNAIRE

Spring 1973

PLEASE RETURN AS SOON AS POSSIBLE

1. Which parts (components) of our project are you using or plan to use by December 1973:

PARTS OF PROJECT (Components)	What schools are or will be involved? (Please list: use attached sheet if required.)	ADOPTED? (used like we do)	ADAPTED? (modified, altered)	STUDENTS INVOLVED?		NUMBER OF STAFF MEMBERS INVOLVED?
		.....Please check one...		Number	Level or grade	
	1.					
	2.					
	3.					
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the components in #1 above. For what; How much? (e.g., attended ACSA/EXPO, visited us or a demonstration center, attended workshops? Expenses could include: travel, per diem, salaries (time in man hours) of staff, substitutes pay required to release staff, hiring of additional staff, materials and equipment required.) If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e., district, school, teacher objectives/accountability).

ACTIVITIES

Travel, per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, misc.	Attended ACSA/EXPO	Visited project or demo. cent.	Attended staff training workshop	Other activities after staff training: more visitation, tr., securing add. staff, mat.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above					
Component #3 above					
Sub Totals	$	$	$	$	

GRAND TOTAL $

67

Do you plan to continue the program next year? Yes ☑ No ☐

Do you plan to expand the program to other classrooms/schools next year? Yes ☑ No ☐

If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:

Not effective — Very effective

1 — 2 — 3 — 4 — 5

What major problems, if any, did you experience in adopting/adapting?

Could we be of further service to you? _____

COMMENTS: Mr Orlich simply loved the kits & was very pleased with it.

: Mr. Orlich (via mail) School: SSS A Title III District: Porterville School Dist

report is appreciated and valued... Thank you!

QUESTIONNAIRE

Name_____ Position_____

School_____ School District_____

HOW WOULD YOU LIKE TO USE P.S.I.P.?

a) As a reference in working with children? _____

b) As a course of study? _____

c) As an aid in counseling parents? _____

d) As an aid in counseling teachers? _____

e) As a personal resource? _____

f) Other?_____

HOW WOULD YOU LIKE TO HAVE IT AVAILABLE?

a) As your own? _____

b) Through a library or media center? _____

c) Through a consultant or resource person? _____

d) In the faculty lounge or teachers room? _____

e) Other?_____

AS THE NEXT STEP, WHAT WOULD YOU LIKE TO DO?

a) Purchase a kit or kits for personal use? _____

b) Purchase a kit or kits for use by your staff? _____

c) Introduce P.S.I.P. as an in-service method in your school or district with P.S.I.P. staff help? _____

d) Be contacted again before May 1973 _____

e) Other?_____

DATE_____

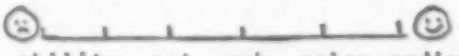
YOUR QUESTIONS?

PACKAGED SELF-INSTRUCTION PROGRAM
EVALUATION QUESTIONNAIRE

What Do You Think about P.S.I.P.

. . . Organization?
(e.g. resource file format, multi-media self-instruction approach, etc.)

. . . Instructional content?
(e.g. philosophy, selection of materials, applicability, interest, etc.)

. . . Physical format? 
(e.g. appearance, durability, art work, color-coding, packaging etc.)

. . . Usefulness to you and your district?
(e.g. as a personal resource, for in-service, in a media center or library)

If others reviewed your kit, who and how many?
(e.g. 3 regular teachers, 2 psychologists, etc.)

One last Comment?_____

_____

Name_____

Position_____

District_____

NAME_____ POSITION_____

ADDRESS_____ TELEPHONE_____

_____

ORIGINAL CONTACT: _____

_____

_____

_____

follow up: _____

_____

SUBSEQUENT CONTACTS:

Information Package_____

Loaner Kit _____

Demonstration Visit_____

Kit(s) Purchased_____

In-service plans_____

NOTES:_____

_____

_____

_____

_____

EXPO AREA _____

NAME _____ Position _____

Address _____

_____ Telephone _____

District or County Office _____

Original Contacts

ACSA EXPO _____ Loaner Kit requested _____ sent _____

Returned _____

Other _____ Demo Visit requested _____ made _____

Info Pkt. Requested _____ Kits purchased: Full _____ Mini _____

Sent _____ Date requested _____ Sent _____

Questionnaire returned _____ Billed _____ paid _____

Comments: P/O No. and Date _____

Inservice rqstd. _____ Complted. _____